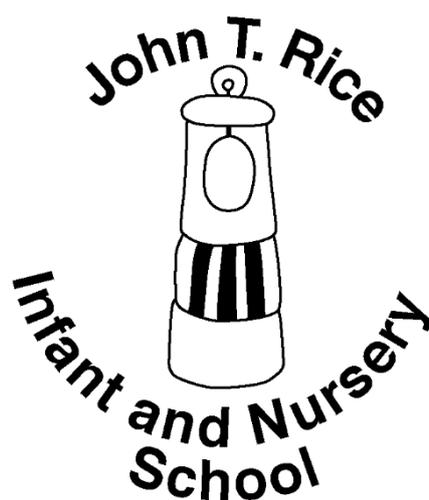


John T. Rice Infant and Nursery School

Behaviour Policy



Good behaviour is an important part of effective learning. At John T. Rice Infant School we strive to ensure that we have a caring, positive atmosphere which promote pride, self-discipline and respect for others

In our school we aim to:-

- To provide a friendly welcome with approachable staff.
- To have children who are confident, happy, independent learners.
- To create bright, stimulating and safe environments.
- To encourage children to care for themselves.
- To expect good behaviour at all times with respect for others.
- To support and encourage children to do their best.
- To provide imaginative, stimulating and fun experiences.
- To use the curriculum flexibly to meet the needs of every child.
- To celebrate children's success.
- To encourage parents/carers to play an active part in their child's learning.

Our core values:-

1. All children have the right to learn and play in an environment in which they feel safe and secure.
2. All teachers, support staff and lunchtime staff have the right to be treated with respect by pupils and parents/carers.
3. All children will be treated fairly and equally by all staff.
4. All incidents will be dealt with fairly and consistently.
5. All children will be taught the school rules and know how they work. School and class rules will be on display in the classroom or around school in child friendly language.
 - *Keep your hands, feet and objects to yourself.*
 - *Do as you are asked the first time.*
 - *Always walk in school.*
 - *Use a quiet voice in school.*
 - *Look after our school inside and out.*
6. If a serious incident or persistent unacceptable behaviour occurs the parents/carers of the child involved will be informed. In cases of persistent challenging behaviour, pupil support plans will be drawn up by the Head teacher, SENCo, parents/carers and outside agencies. Where it is deemed necessary a child may be given a fixed-term exclusion. Taking into account the age group of our children, the principal reasons for an exclusion would be :-
 - Physical assault against a pupil
 - Physical assault against an adult
 - Verbal abuse/threatening behaviour against a pupil
 - Verbal abuse/threatening behaviour against an adult.
 - Bullying
 - Persistent and disruptive behaviour.
7. In responding to an individual child's inappropriate behaviour, staff take into account any learning difficulties, circumstances outside of school and medical conditions.
8. The Governors' discipline committee will meet annually or whenever necessary to discuss particular incidents and make decisions about fixed or permanent exclusions.

Roles and responsibilities

Miss Charlotte Stancer – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

Parents/Carers – To cooperate and support the school in the implementation of the code of conduct as set out in the home/school agreement and to reinforce sanctions if their child behaves unacceptably.

Staff – It is the responsibility of all staff within the school to uphold and adhere to the behaviour policy with consistency.

Governors – To support the Head teacher in implementing the school behaviour policy, ensuring that it is fair and effectively supports the ethos of the school.

Promoting Good Behaviour in our school

All adults in our school have a shared responsibility for encouraging positive behaviour amongst our children. The list in **Appendix 1** provides a range of suggestions and strategies but is far from exhaustive.

Foundation Stage 1

- Children are given smiley face cards on their name board for good work and behaviour.
- If a child receives three smiley faces in one day, a large smiley face card is sent home.

Key Stage One & Foundation Stage 2

- Children are given stamps for good work and behaviour on individual stamp sheets.
- Every time they get five stamps, they receive a sticker from the head teacher.
- The children are rewarded for completing a sheet of these stamps by certificates in 'Well Done' assembly in front of their parents/carers.
- Children in Year 1 work their way through the "Bear hunt" and Year 2 children work their way through "The Stickman". On receiving a certificate for completing each stage of the journey, and reaching the end, children receive a prize.
- All children will start each day on green on the traffic light system. If a child has remained on green **all** week, their photo or name card moves to the golden cloud. If a child is on the golden cloud then they receive a special sticker.

Playtime Behaviour

- Children may be rewarded for good behaviour at playtime with a 'Chance Card'. The 'Chance Box' is drawn at 'Well Done' assembly each week when five names are pulled out of the box and the children receive a prize.

Lunchtime Behaviour

- Children may be rewarded for good behaviour at lunchtime by a sticker from the MDSAs.
- For children consistently showing good behaviour at lunchtime, they may be given a 'Lunch Card' to go in the 'Lunch Box'. The 'Lunch Box' is drawn at 'Well Done' assembly each week when two names are pulled out of the box and the children receive a prize.

Consequences for unacceptable behaviour

Unacceptable behaviour could range from low level classroom disruption to more serious incidents including bullying and racism. The following sanction may be implemented for inappropriate behaviour, according to the age and needs of individual children. All teaching staff had training in *1, 2, 3 Magic* a behaviour strategy that focuses on the desired START behaviours and undesired STOP behaviours of our children. We aim to focus on positive behaviour and thinking from our children.

Foundation Stage 1

- Verbal request to stop unacceptable behaviour.
- Children are given sad face cards on their name board for unacceptable behaviour. The children have 'Time Out' away from the group for an age appropriate length of time and parents are informed.

Key Stage One & Foundation Stage 2

- The school has a traffic light system where all children begin the day on 'Green'. If unacceptable behaviour occurs, the children are initially given their first warning and their name is written next to a sad face on the whiteboard.
- If unacceptable behaviour persists the child's name which has been written on the whiteboard will have a tick drawn next to it meaning they have had their second warning. If unacceptable behaviour continues their photograph will be moved to 'Amber' and be given a time out on the 'Thinking Chair' with a five minute timer. The child will be asked to apologise for their behaviour before leaving the chair.
- If the unacceptable behaviour continues the child's name will be moved to 'Red' and given another time out on the 'Thinking Chair' with a five minute timer. The child will then miss their playtime on a spot in the playground outside Green Class. If a child in Foundation Stage 2 is on red they miss 10 minutes of their independent learning time. Parents will be informed at the end of the day.
- If unacceptable behaviour is severe or is prolonged the child will be sent to the Head Teacher or Senior Leadership Team and parents are informed.

Key Stage One Playtime Behaviour

- Verbal request to stop unacceptable behaviour.
- If any unacceptable behaviour continues, the child will miss the rest of their playtime on the spot outside Green Class and the incident reported to the class teacher at the end of playtime. If the incident is more serious or happens at end of playtime the child will miss the following playtime. If a serious incident has occurred then parents will be informed at the end of the day.

Lunchtime Behaviour

- Verbal request to stop unacceptable behaviour.
- If any unacceptable behaviour continues, the child will be told to miss five minutes of their playtime on the spot outside Green Class.
- If the incident is more serious or is persistent, the child will be sent inside for the rest of lunchtime. The MDSA will speak to the class teacher about any incidents at the end of the lunchtime.

This policy was reviewed by Miss C Stancer in September 2017.

Appendix 1

Strategies to help promote good behaviour

Please note: we would not expect to see all these strategies happening all the time in all classrooms!

- Always **meet, greet and correct at the door** as pupils enter/ leave: brings positivity early, as well as the first chance to stamp out untidy uniform, chewing etc: “Excellent uniform Corrina”; Great to see you today Jack”; “Good start Liam”;
- Ignore bad behaviour and **focus on good behaviour**: “Thank you Laura for being ready to listen”; “Thank you Tanya for looking this way”; “Thank you Martyn for your maturity” etc.
- **Exude confidence!** How can we impart confidence and self-esteem in our pupils if we are severely lacking it ourselves? Always project a calm and assertive persona. Eye contact, clear voice, walk around the whole class and smile!
- Use **non-confrontational techniques**:

- “Is everything alright there Helen?” for unfocused pupils.
 - “How can I help you Amy?” for pupils off task.
 - Stand near to a disruptive pupil while still allowing them their personal space
- Make **extra-ordinary** out of the **ordinary** – use a lot of praise for small events
 - If pupils don’t respond to a question, repeat it again **slowly** or in a **different way**. Get quieter pupils to answer in order for them to be included – try using a soft object to throw.
 - **Look beyond the behaviour** and view it as communication; there will always be an underlying reason. Appropriate ways of communication can be taught, but it takes time – be patient!
 - **Pupils need praise** like plants need water – unruly classes can be tamed by praise – **PIP and RIP** (Praise in Public, Reprimand in Private)
 - Utilise and develop **non-verbal skills** e.g. tuck shirt in, feet off chairs, looking this way etc. Thumbs up for good. - **Why?**: keeps calm environment and doesn’t disrupt the pace of lesson; boosts pupils’ self-esteem; pupils can’t answer back to a verbal cue!
 - **Routine** is crucial – **hand in the air or other agreed signal which all understand** to get attention, with a thumbs up from other hand to pupils that respond
 - Pupils **never forget** a good member of staff!
 - **Knowing their motives** allows you to solve behaviour problems e.g. are they bored due to uninspired and disengaging lessons?
 - **Connect with pupils**: make everything relevant by using football/ films/ music etc. to apply understanding in new contexts to which the pupils can easily relate
 - Have **high expectations** of all pupils e.g. “I expect all pupils in this room to make good progress”.
 - Use a **good sense of humour**: again a great way to engage with pupils e.g. “as Jessie J once told me, if you don’t have anything positive to say, then say nothing at all”
 - **Smile!** It’s infectious! No one likes a ‘lemon lip’! Generates warmth and a positive learning environment
 - Use **seating plans** – break up **cliques** and **friendship groups**.
 - **Use rewards/ bribery!** Must be desirable and specific. Always make the carrot bigger than the stick – pupils just want to please and be accepted e.g. using house points to discretely give out for good answers/ work.
 - Going out into **the playground at the end of the day** to a parent for **praise** is worth far more than a 1,000 negative calls – this is **goldust!** A 1 minute phone call

praising a pupil to their parent can have far more impact than many hours of detentions

- Keep **low level disruption low level** e.g. quietly go round and whisper in their ear to focus on task, to listen etc. Don't make a mountain out of a molehill! This will increase self esteem
- 4 good strategies to **combat a disruptive pupil**:
 - Say their name - Eye contact – Pause - Body language - Action e.g. “look this way” - “Thank you” - Move on
 - Ask “**What should you be doing now?**” – refocuses their brain
 - **Power of choice** e.g. “If you choose to disrupt the lesson for a 3rd time... it's your choice”
 - **Diversion** – agree and refocus e.g. Pupil: “Miss I'm rubbish at maths”, Teacher: “Maybe you do struggle with fractions but this task will help you to understand”
- Make tasks for boys **competitive** – males thrive on competition!
- Tasks must have **QUDOS**: Quick; Understandable; Doable; Open ended and Simple to understand (whilst still having a challenge -differentiation). Also PVC: Pace (including updates); Variety, and Challenge
- Emphasise **TEAM** – Together Everyone Achieves More!
- Always be on the look out to **plagiarise** and **steal** good ideas, techniques and strategies from good practice! Observe others when you can. Video yourself
- Always be **ALERT** and be careful of **positioning** – you should always know what each pupil is doing e.g. never turn your back to focus on one pupil etc.